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ABSTRACT

Education for Survival is a program of Safety Education for children in grades four, five , and six. The objectives of the program are to: 1) develop a deeper understanding of the privileges and responsibilities individuals have as pedestrians, bicyclists, and school bus passengers; 2) appreciate the rights of others and become increasingly considerate of and responsible for personal safety and the safety of others, 3) have sufficient knowledge of school safety to be able to work with others in promoting a safe school environment; 4) behave in ways that reflect both a broad understanding of outdoor safety and a desire to maintain a safe and healthful outdoor environment; and 5) possess the attitudes, knowledge, and skills necessary to react quickly and efficiently in common emergency situations. The manual is set up in four column form: (1) references, (2) major understandings and fundamental concepts, (3) suggested teaching aids and learning activities, and (4) supplementary information for teachers. (KJ)

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PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

HEALTH

GRADES 4-6

STRAND V EDUCATION FOR SURVIVAL

SAFETY EDUCATION

CG005032

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/1969

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STRAND V

EDUCATION FOR SURVIVAL

Safety Education

Grades 4, 5, 6

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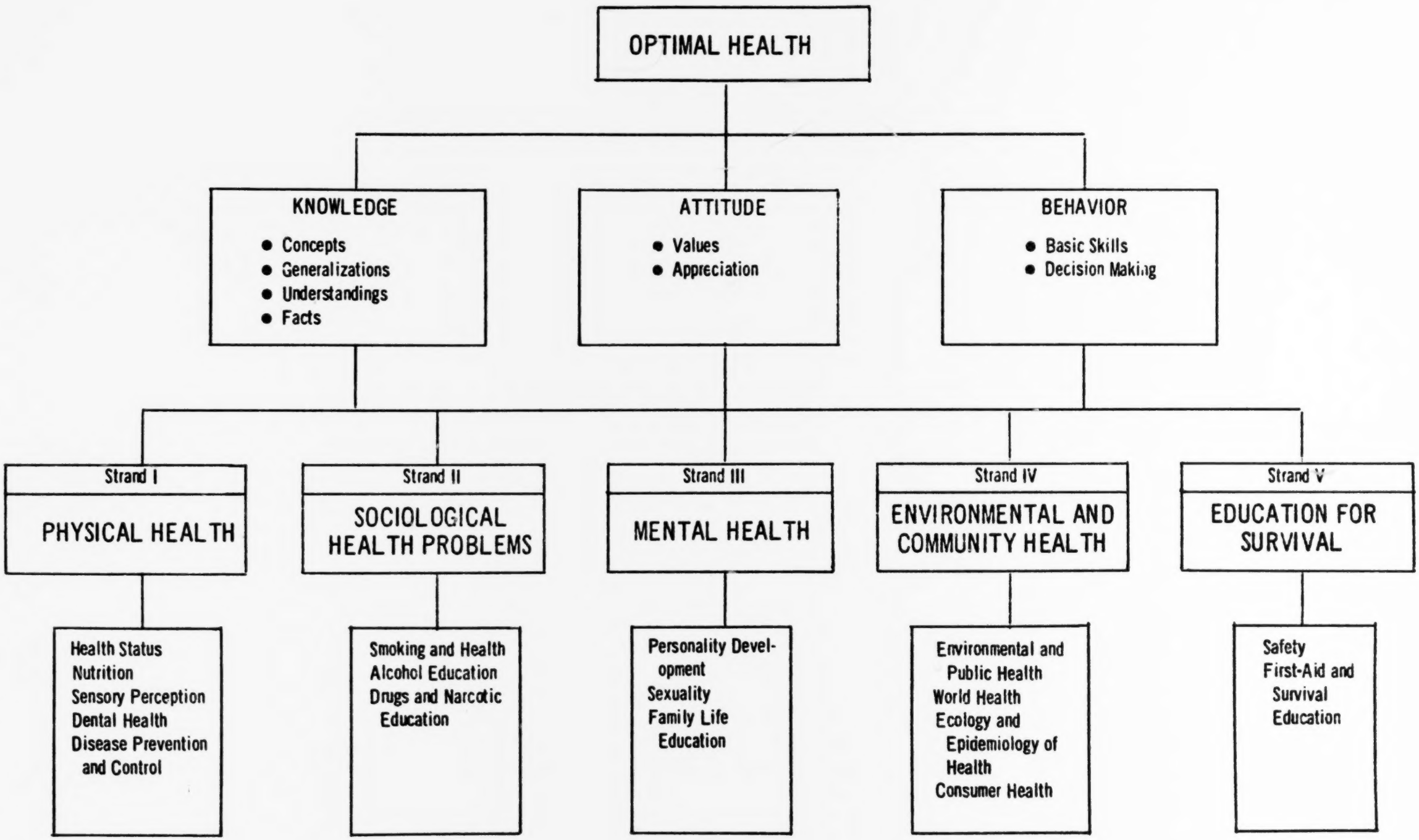
OPTIMAL HEALTH
KNOWLEDGE
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Family Life Education
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health
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STRAND V

EDUCATION FOR SURVIVAL

Safety Education

GRADES 4, 5, 6

OVERVIEW

Safety instruction in the primary grades provides a framework upon which later, more complex understandings and behaviors can be developed.

Using this foundation as a point of departure, the intermediate grade teachers will be involved in safety education that requires pupils to assume increasing responsibility for his own safety.

Most intermediate grade children have developed to the point where they can be involved in projects encouraging more pupil independence. Furthermore, many of their efforts can make definite contributions to school, home, and community safety.

STRAND V

EDUCATION FOR SURVIVAL

Safety Education

GRADES 4, 5, 6

OBJECTIVES

Pupils in grades 4, 5, and 6 should:

- develop a deeper understanding of their privileges and responsibilities as pedestrians, bicyclists, and school bus passengers.

- appreciate the rights of others and become increasingly considerate of and responsible for the safety of themselves and others.

- have sufficient knowledge of school safety to be able to work with others in promoting a safe school environment.

- behave in ways that reflect both a broad understanding of outdoor safety, and a desire to maintain a safe and healthful outdoor environment.

- possess the attitudes, knowledge, and skills necessary to react quickly and efficiently in common emergency situations.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACITVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
I. Traffic Safety	The frequency of traffic accidents can be reduced by knowledge and application.		
A. Traffic signs	A knowledge of the meaning of different types of traffic signs is essential in preventing accidents.	Have the pupils make a variety of traffic signs.	The color and shapes of signs give information and directions. In New York State, one sees such typical signs as: • STOP - a red octagon (The yellow signs are being replaced by red because red denotes danger.) • DANGER - diamond shape, usually yellow • YIELD - usually yellow and black • Speed limit signs are black and white - rectangular • Interstate roads have a shield. The old system was black and white, the new system is red, white, and blue.
B. Seat belts	Lives can be saved by using seat belts.	Film: "Safety belt for Susie", State Health Department Film Library.	
C. Identifying accident causes	A knowledge of specific causes of accidents and their prevention helps to reduce the number of accidents.	Using a map of the district indicate locations of frequent accidents, and the type of accidents involved.	The state highways are now marked to feed information into a computer to ascertain accident locations. This sign is green with white numbers.

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		Visit the police, traffic or central bureau for accident-cause analysis.	Accident rates go up when there is traffic congestion-more cars on the roadway + more speed = more accidents. Darkness triples the hazards because of poor visibility. Better street lighting reduces accidents. Laboratory tests on drivers involved in fatal accidents have shown high levels of alcohol in their systems in many instances, thus showing that excessive drinking of alcohol before driving is dangerous. When traffic laws are enforced, accidents can be reduced.
D. Pedestrian accidents	Violation of safety rules by pedestrians may result in their involvement in accidents.	Class discussion: What are some causes of pedestrian accidents? How can these be reduced or eliminated? Have pupils give skits on pedestrian safety. Demonstrate if possible:	Pedestrian accidents may occur when people violate safety principles by: • jaywalking • hitching on vehicles • playing in the streets • walking into the street from between parked cars • crossing between intersections

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		• crossing at intersection • crossing between intersections	• crossing against traffic signal
E. Safety patrol	Safety patrols help reduce accidents.	Use posters showing the school safety patrol in action. (Obtain from the local American Automobile Association office.) Have the class members write a short paper on a selected topic concerning traffic safety. Film: "Your school safety patrol", American Automobile Association.	Patrol members learn traffic safety by direct participation in the patrol. Information on setting up a safety patrol may be obtained from American Automobile Association.
F. Bicycle	Safe use of bicycles is important.	Films: "The bicyclist", "Once upon a bicycle", . "I'm no fool with a bicycle", "Bicycle rules of the road", State Health Department Film Library. Use a sample test, such as one from Aetna Insurance Company, Hartford, Connecticut. (Bicycle safety quiz) Organize a bicycle safety patrol. Arrange for a bicycle inspection and test day.	

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G. Traffic regulations	Traffic rules are designed to make driving safer.	Review and study traffic regulations. Compare traffic law of the early 1900's with the present. Have pupils translate traffic regulations into simpler language for general distribution to other classes. Visit a traffic control center.	
II. School Bus Safety	The school bus driver has a very responsible position and depends on the cooperation of his passengers.	Study your local school's requirements for the selection, education, and placement of school bus drivers. Have pupils make posters on any aspect of bus safety. Build model of bus and tag safety rules on parts of the model. Discuss the three aspects of school bus safety: • the driver • the equipment • the passenger	New York State has passed a law that school bus drivers cannot be over 65 years of age. The trend for school bus drivers is to have young people drive school buses.

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A. Basic rules for bus riders	Accidents can be eliminated with cooperation and knowledge.	Discuss your school rules for bus riders. Why are these important?	Safety precautions: If there are overhead racks, make sure parcels are placed in such a position so they do not fall if the bus stops suddenly. While riding the bus: • Place lunch baskets, musical instruments, large parcels under the seat. Never place anything in the aisle where others may trip over it. • Stay seated until the bus stops. • Do not tamper with emergency equipment or windows. • It is best not to eat in the bus. • While getting off the bus-if you pass in front of the bus, make sure the driver signals that it is safe and then be at least 10 feet in front of the vehicle. If you walk along the side of the bus, remember it is dangerous if slippery. Get to the side of the road as quickly as possible and don't loiter.

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B. Safety regulations for school buses		Have the class study the state and local traffic regulations for school buses. The children may enjoy making a booklet of traffic regulations. Have pupils help explain rules of safety to younger grades.	Signals: Every school bus shall be equipped with two flashing red lights in front and in the rear. Signs: Every school bus shall carry in the front and rear, signs--SCHOOL BUS-- in letters not less than 8 inches in height. Stopping: Buses shall come to a full stop at railroad grades crossings. Overtaking and Passing: The driver of a vehicle shall come to a full stop when a school bus is taking on or discharging passengers, and should not proceed until the bus has moved ahead.
C. School bus patrol	The bus patrol can assist the driver in following safety precautions.	Discuss the duties of the bus patrol. Film: "School bus patrol", American Automobile Association.	Some suggested duties of the bus patrol: • Assist younger children load and unload. • Make sure all parcels are safely stored. • Aiding pupils to use emergency door when required. • Follow instructions of the driver in emergencies.

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			• Making sure all are aboard when leaving the school bussing area.
III. Water Safety			
A. Swimming	Swimming is a recreational, as well as a life-saving, activity.	Have pupils list ten qualifications for a safe swimming area. Suggested questions for class discussion: Why swim with a buddy? Why dive only in known water? Why shouldn't we swim in unsupervised areas? Bulletin board - use pictures, clippings, and use as a discussion those items used. Films: "Be water wise swimming", "I'm no fool in water", "Water rescue", State Health Department Film Library. Film: "Ice rescue", American Red Cross.	Outdoor swimming classes in summer could be conducted by the American Red Cross or by qualified school personnel. In New York State there was a 92% increase in the number of school pools in the 1955-1965 period. Two out of every three people in the United States do not know how to swim well enough to swim 50 feet and close to 7,000 people drown each year in the United States. The age group 5-14 leads the list of drowning fatalities. Refer to booklet: "Aquatics K-12" The University of State of New York State Education Department Curriculum Development Center 1966. Review Chapters 3 & 4.

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		Use American Red Cross posters and water safety guide for discussion.	Boys are more adventurous and are, therefore, more prone to drowning accidents.
		Suggested discussion questions:	Safety precautions:
		• Why isn't it good to swim alone?	• A swimmer should not swim alone. He might be unnoticed and drown.
		• Why shouldn't a person dive in unknown water?	• In unknown water, a rock, submerged piling, and other objects could cause injuries.
		• How can a swimmer rest while swimming?	• A swimmer might float, tread water or vary his style of swimming such as using sidestroke, breaststroke or "tired swimmers crawl" if he becomes tired.
		• What danger might one face if one swims in very cold water?	• Cold water exhausts a swimmer more quickly than warm water.
		• Why is it not good procedure to call for help when it is not needed?	• Do not feign danger. A person may need help and people will think he is playing.
		For advanced classes, demonstrate or describe rescue breathing technique (mouth to mouth) or use	

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		the film: "Rescue breathing" or "Breath of life".	
B. Boating	The United States Coast Guard sets rules and regulations for boating.	Have pupils discuss the features of small craft: row boats, canoes, kayaks, inflated boats, and their uses. Film: "Boating safety", State Health Department Film Library.	Approximately 1,500 drownings were listed among small boat accidents last year. Life jackets must be available for all passengers. Federal Boating Act, 1958 - "All boats of 10 H.P. or greater must be numbered and licensed." New York has passed legislation that all boats, including row boats, must be equipped with life jackets or pillows that are buoyant.
		Invite a speaker from a local boating club or organization to discuss boating safety.	New York State has a boating course conducted under the Conservation Department. Regulations such as -- any cushions used must be buoyant and bear United States Coast Guard approved label -- should be stressed.
		Discussion of boating safety: • What are the legal requirements for boat operators ages 10-14? • Why do boats have required signals?	The teacher should stress items such as these:

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		• What are some Coast Guard rules for safe boating?	• Fueling - never refuel with the motor running or when it is hot. • Overloading - is dangerous. The safe capacity specified should not be exceeded. • Movement of passengers should be done with caution. • In case of trouble - sudden storm, etc., do not leave the boat. Even a capsized boat will remain afloat. • Fuel vapors are explosive.
	Overloading, horseplay, and improper movement of passengers is hazardous.	Discussion topics: • registration of boats • rescue • life belt, life preservers • life jackets Field trip to a marina.	
C. Water skiing	Water skiing can be safe.	Have class discuss: How can water skiing be made safe? Make posters of water skiers. Include safety captions.	One out of every five boats purchased today is for water skiing purposes. Water skiing is a fast growing recreational sport.

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		Discuss the safe skiing rules with the class.	New York State requires two persons in a boat for water skiing. One is the operator and the other is the observer. Most of the accidents in water skiing can be avoided. They may be caused by striking a fixed object such as a dock; being hit by the towing boat; striking floating debris; or becoming entangled in the tow line.
	Water skiers must follow certain rules to be courteous and safe.		Rules for safe water skiing; • Wear a flotation device for your own protection--jackets are better than belts. • Avoid excessive speed and stay away from bathers and fishing boats. • Learn and use the proper hand signals. • Watch for hazards; do not depend on the driver. • If one falls, recover the skis before they float away. • If the skier falls, the driver should reduce his

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			speed and return to the skier. Stop the motor when taking the skier into a boat. • Remember, a tired skier is prone to accidents. Don't ski when tired. • Adequate protection from sun and wind burn for the skier is a must.
IV. Fire Safety	Fire hazards can be significantly reduced if people are informed and are willing to follow simple safety precautions.	Have a committee assigned to report on fires in the community.	Ignition of flammable liquids, smoking accidents, improper use of matches cause many home fire deaths. Each student should understand the dangers of fire.
A. Matches	To avoid fires caused by carelessly used matches, one should follow rules for the safe use of matches.	Discuss safety precautions in the use of matches.	It is reported that 25% of home fires are caused by improper use of matches. Some suggestions for safe use of matches: • Never carry matches loose in the clothing pockets. • Close the cover before striking a match. • Watch sparks from matches; be sure they are out.

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			• Keep matches and lights out of the reach of children. • Do not discard burned matches in dry grass or other flammable areas. • Never use matches in closets or attics; use a flashlight instead. • Keep matches in a proper container. • Make sure the match is completely out before discarding it.
B. Volatile liquids	Vapors from volatile liquids are explosive.	Make a list of flammable liquids used around the house: ether, benzine, naphtha,anti-freeze, gasoline, kerosene, insecticide sprays, lighter fluid, carbon tetrachloride,etc. Demonstrate in a science laboratory how air helps fire burn, and how water can be used to extinguish some fires.	Gasoline is very explosive in vapor form and gives off flammable vapors even when the temperature is below freezing. Explosions have occurred when gasoline vapors reach a pilot light or spark from an electric motor or compressor even at a distance. The New York State Law does not allow a gas station attendant to fill a glass container with gasoline. Only non-breakable containers can be used for this purpose. They should be red and labeled "gasoline".
C. Flammable clothing	Flammable clothing is dangerous to wear.	Demonstrate how various cloth materials burn.	Over 50% of all fire deaths are related to ignition of clothing. In addition,

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			150,000 injuries occur yearly.
D. Community efforts in fire protection	Telephoning is an important way to summon emergency aid if a fire occurs.	Role play an emergency fire situation with telephone installed for classroom use.	Stress the importance of relinquishing a telephone on a party line to any person attempting to place an emergency call.
	Fire fighting methods and equipment have improved steadily.	Have the pupils make a historical study of fire protection in their community.	Fire Prevention Week in October (the anniversary of the Great Chicago Fire-October 9) can be used to implement fire safety education.
		Conduct a field trip to the fire station or have the local fire department send a speaker to the school.	Fire fighting equipment - fog nozzles, foam and other extinguishers - are currently used.
		Have pupils make a chart listing the beneficial uses of fire.	Stress fire prevention education: • Decorations for parties should be fire resistant. • Sufficient fire extinguishers of the proper type should be available.
		Discuss how present-day lighting has become more safe in comparison to previous years when whale oil lamps, candles, kerosene lamps, gas lighting were used in the home. Discuss early electric lights.	Explain: Type A - for wood, paper fires (water) Type B - for oil, grease fires (foam)

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			Type C - for electric fires (carbon dioxide)
E. Man-made causes of fires	Carelessness is the indirect cause of most fires.	Have the class list causes of recent fires. Make a scrapbook of fires showing the different areas where fires may occur: home, school, industry, and farm. Film: "Help prevent fires", National Fire Protective Association.	Common causes of fires: • children playing with matches • misuse of electricity • flammable liquids • spontaneous ignition, as in the case of rubbish accumulation • lightning
	Ignorance of the causes of fires may lead to an accident.	Develop a special project during Fire Prevention Week.	It is estimated that 25% of all fires are caused by children playing with matches. Careless smokers are another cause of fires. Electrical fires may be caused by poor insulation, overloading of circuits, defective wiring, poor switches, improper use of plugs and extension cords.
	Periodic checking of storage spaces may reveal hazards that are causes of fires.	Fire safety checklists are available from National Board of Fire Underwriters and many insurance companies. Have pupils and parents complete the checklist and discuss the results with the class.	Common flammable liquids besides gasoline which give off flammable vapors are ether, benzine, naptha, some anti-freeze solutions, charcoal lighter fluids, and cigarette lighter fluid.

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		Observe the behavior and conduct of the pupils during subsequent fire drills to see if there is improvement in promptness, order, and other safety measures.	Keep these fluids in metal containers and store as little as possible. It is the vapors that cause the explosions.
		Use a script for a dramatic play to illustrate what to do if clothes catch fire, how to report a fire, how to build a fire.	Spontaneous ignition - many home fires start in the basement. Stacks of damp newspapers can cause spontaneous ignition as well as other improperly stored materials, such as celluloid, plastic materials, and other synthetics made of pyroxylin, furniture polish and/or old cleaning polish rags, etc.
		Make a flannelgraph illustrating the fire triangle: air, fuel, ignition.	
		Prepare a bulletin board display using articles that describe fires that occurred in your local area.	Rubbish such as cardboard boxes, excelsior, packing cases, and trash should be kept to a minimum in the basement, garage, and attic.
		Have a group of children prepare a chart of various benefits derived from fire, using pictures from magazines and other sources.	Lightning poses a special threat to the farm-dweller and the farm community. Forest fires are frequently started by lightning.
			Farm buildings should be protected by lightning rods that are properly grounded. Discuss how they work.

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	The use of unsafe or improperly supervised heating devices in the home may cause fires.		Many home fires result from chimney defects, furnaces, and stoves with defective flues. Many fires are also related to ignition of flammable fabrics, space heaters, portable heaters, etc.
F. Proper procedures to follow in case of fire	Inhalation of smoke and other by-products of combustion can be fatal.	Have the pupils study news clippings where people have been overcome and died upstairs when the fire occurred downstairs. Discussion: Why do firemen use oxygen masks? Why does heat rise?	Most fatalities occur upstairs when a fire stays downstairs. Superheated gases replace oxygen in the body and cause death.
1. The fire drill	Drills should be well planned, efficiently taught, and well supervised.	Make a chart for a fire drill in your school and mark exits in red. Discuss the importance of the school fire drill. Conduct a fire drill with the principal and staff.	Fire Law #807, New York State Education Law "Fire Drills" states that twelve fire drills must be held in every school, public or private, with more than 100 pupils (cities of 125,000 or over are exempt). Eight of these drills must be held before December 1. Blocked exit drills are suggested. Each school must be inspected annually before December 15th and a copy of the report sent to the State Education Department.

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		Have the class survey the fire extinguishers in the building to determine type, date of inspection, and proper use of the specific type.	Consult your teachers' handbook for local fire regulations.
	Fire drills are held for the safety of all.	Discussion: • Why must everyone evacuate the building in a fire drill? • Why is the "no talking" rule enforced? • What is the best way to evacuate this classroom? Where can we go if that exit is blocked? • Do you think fire drills can be improved? How? • What regulations and laws of the New York State Education Department should be known? • Should fire drills be conducted at home? Why?	The fire alarm should be readily distinguishable from other types of alarms. Each classroom must have two means of egress, either two doors or one door and a window with an opening 2' x 3' leading to the outside of the building. Fire safety should be habitual and taught as part of daily living. Fire safety can be integrated with other subject areas: art, health education, social studies, English, and mathematics, but especially in science. Teachers are responsible for all pupils. The teacher should stand at an exit, room door, etc. and check the roll and report missing students immediately to the principal. Everyone should participate in drills. Have a system of caring for disabled children.

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2. Plans for each specific area of the school		Ask children to survey the school for fire hazards.	Special plans must be worked out for evacuation of pool, gymnasium, offices. All school personnel should know how to report a fire. Alternate shelter should be available in case of fire, in buses, churches, houses, etc.
G. False fire alarms	False fire alarms endanger lives and property.	Have a fireman or fire chief talk to the class on the subject of "False Fire Alarms". Check newspapers for false alarm reports.	Fire officials report that it costs over $100 to make the run to a false alarm and it also puts the firemen in unnecessary danger from traffic accidents, etc. Property and lives have been lost because the fire company was out at a false alarm.
V. Home Safety	Constant research is done to make a home as accident-proof as possible.	Discuss accidents in the home. The class could make graphs of home accidents according to type, location, and frequency. Build a model of a home and label hazard areas.	In 1967, 30,000 people died in reported home accidents. The principal cause of accidents in the home are falls, fires, poisons, electricity, suffocation, firearms, poison gases.

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		Bulletin boards and posters on falls, poisons, fires, etc.	
A. Falls	All accidental injuries are preventable.	Films: "Safe living at home", "How to have an accident in the home", State Health Department Film Library.	Falls account for around 50% of the home deaths due to accidents. The reasons for these accidents include such as items as: stairs poorly lighted or cluttered, wet floors or linoleum, spilled liquid not wiped up, highly polished floors, with non-rubber backed scatter rugs, icy walks and steps without hand rails.
	Good housekeeping procedures and being orderly can help eliminate accidents in the home.		The use of safe step-ladders, instead of reaching, can eliminate some accidents. Safe climbing equipment should be provided for use by those youngsters who enjoy climbing.
B. Burns and scalds	Accidents involving burns and/or scalds are usually caused by carelessness.	Collect newspaper clippings about children who have been burned. Have the class suggest how the accident could have been prevented.	Burns and/or scalds in the home are usually caused by: • children playing with matches • improper use of flammable liquids such as gasoline • pots on burners with handles improperly placed

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			• emptying ash trays into waste basket with cigarette or cigar butts still smoldering • smoking in bed
C. Poisoning			
1. by gas	Because many gases are colorless, odorless, and tasteless, they are not detected and can kill.	Have pupils obtain newspaper clippings and tell about gas poisonings.	Carbon monoxide causes death because it unites with the hemoglobin in the blood thus displacing oxygen. Common causes of carbon monoxide poisoning are: • The pilot on the gas burner goes out. • Improperly vented stoves or burners • An inadequate refrigerant system • An automobile is left running in an attached garage and the carbon monoxide enters the ventilation in the house.
2. by solids or liquids	Many common household substances can be harmful if directions for their use are not followed.	Class discussion: List the common household poisons and discuss first aid measures for each. Using an opaque projector, project types of poison labels on the wall or screen. Discuss the importance of these labels.	About 1,800 persons die each year and 260,000 sufer disabling illnesses from poisoning in the United States. Around 1,500 deaths occur in the home. Approximately 50% of those poisoned are under 20 years of age.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			Overdoses of the common medication aspirin, insecticides, and cosmetics are frequent causes of poisoning. For first aid measures: see American Red Cross booklet.
D. Electrical	Electricity can be helpful or harmful.	Have selected pupils give demonstration of safe use of electrical apparatus. Film: "Danger, high voltage", State Health Department Film Library. Have sample fuses on display.	Fuses and circuit breakers protect against dangerous "shorts" and serious overloading and can save expensive appliances. When a fuse blows, this could be a warning that something is wrong.
1. safety devices	There are devices by which the homeowner may protect against electrical hazards.	Have the class look up definitions of electrical terms: ampere, volt, watt, watt-hour, kilowatt hour. Perhaps this can be correlated to science instruction.	Five methods of safeguarding household electrical systems: • screw-in fuses (15 to 30 amps) - generally 15 amps is used with No. 14 wire • non-tamperable fuses - threads differ in size to prevent replacement by improper size. • cartridge fuses - used for main lines and for special heavy duty circuits.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• time-delay fuses will not blow during temporary overload, yet will guard against a sustained overload. • circuit breakers - look like small switches; they automatically switch off when overloads or "shorts" occur.
2. signs of trouble	A knowledge of the types of problems associated with electricity is important to diagnose the source of difficulties.	Discuss the many signs of low housepower and the dangers of overloading circuits.	Overheating and fire are the eventual results of overloading. Symptoms of low housepower: • flickering and dimming of lights when appliances are turned on • appliances operating slowly or not as well as they should • fuses blowing or circuit breakers tripping too frequently • radios fade out or sound scratchy when appliances are turned on • T.V. picture shrinks in size or "winces" when other appliances are turned on Home hazards: • multiple "octopus"

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORAMTION FOR TEACHERS
			connections used for several appliances at once • long cords strung around rooms in order to connect lamp or appliances • overheating of motors
E. Miscellaneous home hazards	There are many potential hazards inside and around the home.	Have each child make a list of the potential hazards inside and around his home. Film: "A glass door lesson for Charlie", State Health Department Film Library. Discuss precautions to be used with a lawn mower. Film: "A mowing lesson for Charlie", State Health Department Film Library.	Teachers should know the different types of glass, i.e. • tempered - heat-treated, will break into little pieces • plate - two pieces of glass separated by a thin sheet of transparent material - will not shatter (e.g. automobile windshield) • regular - will cut sharply Loose mower blades and debris can be dangerous missiles when mowing.
VI. School Safety	The most efficient way in any undertaking is usually the safest way.	The class could present a program on safety to the P.T.A. Demonstrate the safe use of materials and facilities in the classroom.	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Film: "Safe living at school", Association Films, San Francisco. • Teach good housekeeping - desks should be clean and uncluttered; coats in proper places; use of waste basket; proper procedure to erase chalkboards. • Demonstrate how to handle pointed objects, glass, and tools. • Discuss the reasons for staying away from radiators, electrical fixtures, playing on chairs. • Demonstrate how to carry chairs, working materials, and other equipment safely. (Lift the chair by placing the hand where the legs join the back. Lift with the legs and keep the back straight)	
		Class discussion: What is the best way to treat animals?	Animals in the classroom can be dangerous; for example, turtles can spread salmonella germs if children do not wash their hands after handling.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
B. Corridors and stairs	Accidents frequently happen when stairs are not used properly.	Have the class demonstrate the proper procedures of using stairs.	
C. School grounds	Playgrounds are for fun and exercise.	Have a demonstration on the proper procedures for swinging, gripping, etc. Film: "I'm no fool having fun", State Health Department Film Library.	Safety precautions for use of school grounds: • Swings are for swinging, not climbing, etc. • Be sure area is clear of people before swinging. • The swing should be stopped before a person gets off. • Slides can be safe; only one person should be allowed to climb at a time and one person slide at a time. • Only allow feet-first sliding and stress clearing the area at the bottom immediately. • Climbing - A safe distance should be kept between climbers (a grip with the thumb around the bar and curve around opposite fingers where feasible; land with knees slightly bent and on balls of the feet, not the heels.) • Teeter Boards - Partners should sit facing each

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			other; keep ankles and feet clear. Do not jump off. The leaving of a teeter board correctly needs cooperation. Avoid bumping as this causes injuries. • Play only in designated area. • Keep play area clean and safe. • Care for smaller children. A frequent accident that occurs during free play on the playground is collision with another person. About 50% of school accidents happen on the playground. The teacher should supervise the pupils and inspect equipment constantly. A playground patrol may be organized to assist the teacher.
	Good sportsmanship can help to reduce accidents.	Demonstrate procedures for using equipment and apparatus. Have the class report all unsafe equipment. Films: "Safety on the	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		playground", "Play ball, play safe", State Health Department Film Library.	
D. Laboratory	Laboratory work is a serious activity which requires concentration and attention of all.	Ask pupils to note the hazardous areas in the laboratory. Give a short quiz on safe laboratory practices.	Have all students: • Work under supervision. • Always use safety devices required (goggles, shields, etc.). • Handle all materials with care. • Report any accidents or broken equipment.
E. Auditorium	There are different regulations and laws for large group assemblies.	Conduct, with the aid of the school administrator, drills for evacuation of the auditorium. Take the class to the stage area and show the "fireproof" curtain, hot lights, electrical apparatus, etc.	Stress these points: • All students must maintain orderly conduct. • Keep all aisles clear of feet, books, etc. • Know where the fire exit is and know what to do in case of emergency; e.g. loss of power, fire, etc. • All children remain seated until dismissed by groups. (crowding causes accidents)
F. Gymnasium	Proper attire and equipment in the gymnasium helps reduce accidents. Adequate preparation before beginning gymnasium activity is a safety measure.	Let the class formulate a list of safety practices for the gymnasium. Perhaps the physical educator could visit the class and react to their list of safety practices.	The proper attire for gymnasium activities should be selected. Sneakers help prevent accidents. Make sure laces are properly tied.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			Have a warm-up period, a period of instruction, demonstration and time to apply the principles learned. Jewelry and pins should not be worn on the physical education attire. These can cause injury. If glasses are worn, make sure they are safety glass. Noise should be kept to a minimum so that directions can be heard.
		Demonstrate safe practices in spotting, protective equipment, and the use of leaders.	Pupils should wait until directions are given before proceeding. Use safeguards - helmets, masks, gloves, mats - as indicated.
	The gymnasium shower and locker room can be made safe.	Let the pupils survey the gymnasium, locker room, and shower room for safety hazards.	Leave enough room between relays, set the finish line at least 10 feet from a wall; use a line. Do not use walls for finish lines. Supervise all the time. Emphasize that long fingernails can cause injury. Do not allow gum chewing during any activity as it may cause choking or indirectly cause tongue injury.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Talk by the physical educator on safety and cleanliness.	Avoid wet spots on the gymnasium floor; and have them wiped up immediately.
VII. Outdoor Safety			
A. Winter sports			
1. ice skating	There are rules for safe skating.	Film: "Ice rescue", American Red Cross, State Health Department Film Library. Discussion of safety rules for safe skating.	Suggested rules for safe skating are: • Always be wary of ice-cracked areas. • Avoid danger zones - running water, open areas. • Never skate alone. • No speed skating in crowds. • Watch for open holes. • Skate in the daytime unless the area is sufficiently lighted. • Stop skating before you become too fatigued. • Wear adequate protection for sun and wind. • Be careful in the use of hockey sticks and pucks.
2. skiing (optional)	Skiing equipment should be of good quality and in good condition.	Discuss skiing equipment. Film: "Ski sense", Aetna Life Insurance Company.	Ski length and binding should suit the skier. Release bindings reduce the severity of accidents and can be bought from a

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			local ski shop or sporting goods store. Ski poles should have leather hand straps and the top should be padded. Clothing should be wind-proof and moisture proof.
	Good physical condition is a must for skiing.		It is advisable that skiers have strengthening exercises, especially for the legs, several weeks before planning to do your first skiing. Ski instruction is essential to avoid accidents. Falling techniques should be included in the instructions. A novice skier has difficulty with control. The best area for skiing should have at least 6" of snow, free of rocks and stumps.
	Ski accidents are avoidable.	Discuss the general rules for safety on the slopes. Class discussion: Proper conduct on a ski tow.	<u>Rules in general are</u>: • Don't dally in the middle of the trail. • Give full cooperation to the ski patrols.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• Don't litter ski area with trash or rubbish. • Fill in your own "sitz-marks". • Allow ample time before following another skier. • Never descend a slope side by side with another skier. • Never ski alone. • When leaving the designated trail, notify someone at the ski lodge. • Observe all safety precautions of ski lifts and tows.
		Cut out pictures of ski tows and lifts. Discuss the safety rules for these devices.	The rope tows have a twisting motion -- no loose clothing is allowed near the rope. Accidents are frequent when getting off or on a T-bar. Careful procedures should be followed here. The chair lift can reduce accidents but regulations must be followed.
3. Sledding and tobogganing	Sledding and tobogganing are relatively safe sports.	If the school permits it and if the area is available, the class could make a field trip to a sledding area.	Children are hurt hitching rides and sledding into the roadway. Sometimes overloading sleds and toboggans causes steering difficulty and accidents.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			The return to the top of the hill should be separate from the sledding area.
4. Snowmobiling	Adequate training should be provided before operating a snowmobile.		• Fastest growing winter activity for individual and family. • Used also by Department of Agriculture for forestry duties, State Police and farm industry for transportation and rescue activity. Hazards and precautions: • Operator should have some pre-handling training (i.e., the proper way to lean into or out of a curve or uphill or stop progression.) to reduce incidence of upset of machine on top of operator. • 18 to 20 inch tread lends the machine to great upset capabilities. • Skin temperature drops markedly when exposed to 7-15 miles per hour wind at 30^{o}-32^{o} or below.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• Wear moisture proof and wind proof clothing. Jump-suit type gear has been developed for this sport. • Face masks ensure warmth of ears and nose; heavy boots for warmth. • Wear approved protective lenses or goggles and glasses to prevent eye damage by flying snow and/or foreign objects. • Well laid out trails are important - free of stumps, vines, rocks. • Type of machine with front bumper is helpful in preventing collision with stump or another machine.
B. Summer activities			
1. baseball	Baseball is a relatively safe sport but it does involve risk, especially when safety equipment is not used.	Demonstrate safety equipment used in baseball; e.g. batting helmet, catching equipment, taped handles on bats, non-breakable sun glasses. Ask some of the boys in class to tell about the different ways that Little League, etc., baseball is safer.	Baseball has a low accident record with few injury reports. Injuries involving players running into each other on the base paths and colliding catching a fly ball can be avoided.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Film: "Play ball, play safe", State Health Department Film Library.	
		Discuss accidents involving players running into each other. How do ball players avoid collisions?	The batting helmet should be worn by all batters and catching equipment worn by all catchers. Spikes should not be worn by younger age groups but rubber cleated shoes or sneakers are recommended.
2. kite flying	Kite flying should be done in a safe area.	Have a "kite safety day". Have pupils bring in kites with safety slogans attached.	The local power and light company will provide material on kite flying. General good practices of kite flying are: • Fly the kite in a large open area; avoid wires and trees. • Use strong twine of nylon or cotton; avoid wire. • Fly the kite away from traffic. • Fly kites in dry weather; rain makes the possibility of shock greater.
3. camping	Some campsites are more desirable and safer than others.	(School camping may be provided by some schools.)	Camp should be on high ground; mosquitoes frequent low areas.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Discussion: • woods courtesy - ask permission, etc. • fire building - on rock or clear areas • prevention of fire • use of woods, tools - axe, knife, etc. • keeping clean and safe - latrine, food supply, water • weather - storms • hiking, fishing - clothing, hooks, etc.	Check the water supply for purity; don't camp on the bank of a creek where there is danger of flash flood. Fire safety is essential at camp; light a fire only in a safe area - away from woods. Do not camp near a high tree in case lightning occurs. Check materials from your local office of Boys Souts of America, New York State Conservation Department, Red Cross, Bureau of Physical Education - State Education Department, 4H Clubs, etc.
4. boating	You must know and abide by the accepted "traffic rules" of the water.		Safety precautions: • Carry life preserver. • Have proper lights and a fire extinguisher. • Steer clear of smaller boats. • Buoys are signposts in the water.
5. nature's hazards			

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
a. snakes	Some poisonous snakes are native to New York State.	Discussion - poisonous snakes of the United States: • coral • copperhead • rattlesnake • water moccasin	There are 31 varieties of rattlesnakes in the United States. The diamond back rattlesnake is the most dangerous in the United States. The venom is particularly potent. Signs of a poisonous snake bite are two small puncture wounds, bleeding, and discoloration at the wound. The copperhead is a chestnut brown color and is usually 3 to 4 feet in length. Snakes do not usually attack if they have a chance to escape. Snakes usually prowl during the night and live in rock piles or crevices and other stones. In snake country, wear high shoes and protective clothing. The fatality rate from poisonous snake bites is low. (probably around 15%) New York State Conservation Department Bulletin - "Snakes of New York State."
b. poisonous plants	Some poisonous plants are easily identified.	Cut out pictures of poisonous plants.	Poison ivy, poison sumac, and poison oak contain toxic material that consists of a resinous alkaloid. All have fruit that is greenish-

REFERENCE		MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Poisoning from poisonous plants may be obtained in a variety of ways.		white in color and look like smoked grapes. There are probably 50 to 60 varieties of plants in the United States that cause irritation to the skin. Pets may spread the poison. The smoke from burning poisonous plants may be responsible for the spread of the toxic substance. Poison sumac is a swamp plant, while poison ivy is usually a vine with shiny green leaves that turn brilliant orange in the fall.
c.	thunderstorms	Certain places should be avoided during a thunderstorm.	Have pupils make a poster of safe places during a thunderstorm. Discussion question: • Why is it not safe to be under a tree during a storm? • Why is it not safe to be near a wire fence during a thunderstorm?	During a thunderstorm avoid open fields, lone tall trees, wire fences, especially around a swimming area or a high, exposed area. Types of hazards: • Tornadoes - violent rotary storms • Hurricane - large rotating air, usually from sea • Lightning

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			Safe places generally are: • inside a house - storm cellar • in a car • under a cliff or ledge
C. Agriculture	Of all accidents on farm land, one third involve machinery.		Tractors have a high center of gravity and can tip at certain angles.
	It's important to treat livestock properly.		Treating livestock properly includes: • Milking procedure • Exercise
	Follow all rules when using insecticides.		Store insecticides away from small children.
			Fertilizers are generally not dangerous.

REGULATIONS
of the
Commissioner of Education
of the
State of New York

APPENDIX A

Section 153. Safety Education

Instruction in safety education, including highway and traffic safety, shall be given to all pupils in both elementary and secondary grades; such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; comprehensive plans for safety education shall be organized by local school authorities including highway and traffic safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and the instruction in safety education shall be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary schools (grades 1 to 8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (grades 7 to 9), and for not less than 15 periods, or the equivalent thereof, in each year of the senior high school (grades 10 to 12).

SAFETY EDUCATION

Multimedia Resources

TEACHER REFERENCES (K-9)

These supplementary aids have not been evaluated. The list is appended for teacher convenience only and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

Books

American Association for Health, Physical Education and Recreation. *Annual safety education review.* 1968 and several previous years.

____ *Teaching safety in the elementary schools.* 1962.

American Automobile Association. *Sportsmanlike driving.* McGraw-Hill. New York. 1965.

American National Red Cross. *Swimming and water safety.* Doubleday and Company. New York. 1968.

____ *First aid.* Doubleday and Company. New York. 19__.

Center for Safety Education. *Driver education and traffic safety.* Prentice-Hall. 1967.

Department of Defense. Office of Civil Defense. *In time of emergency - a citizen handbook on nuclear attack and natural disasters.* 1968.

Florio, A.J. and Stafford, G.T. *Safety education.* McGraw-Hill Book Company. 1969.

Forsythe, C.E. *The administration of high school athletics.* Prentice-Hall. 1962.

Gabrielson, A.M. and Coswell, M. *Sports and recreation facilities.* Prentice-Hall. 1958.

Gabrielson, M.A., et. al. *Aquatics handbook.* Prentice-Hall. 1968.

Glenn, Harold. *Safe living.* Charles A. Bennett. 1960.

Grieve, O.J. *Liability for sports and athletics.* A.S. Bames Company. 1969.

Haddon, W.B., et. al. *Accident research: methods and approaches.* Harper and Row. 1964.

Books (Con't)

Henderson, J. *Emergency medical guide*. McGraw-Hill. 1969.

Holden, R. *All about five*. Random House. 1964.

Kilander, F.H. *School health education*. MacMillan Company. New York. 1962. pp. 215-250.

National Education Association. *Improving safety patrols: a guide*. Safety Education Commission. 1968.

____ *Our schools plan safe living*. rev. ed. 1966.

____ *School safety education program*. 1966.

Seaton, D.L., et. al. *Administration and supervision of safety education*. MacMillan Company. New York. 1964.

Stack, H.J. and Elkow, J.D. *Education for safe living*. 4th ed. Prentice-Hall. 1966.

Strassen, M.K., et. al. *Fundamentals of safety education*. MacMillan Company. New York. 1964.

Films (referred to in activities)

"A glass door: lesson for Charlie", 12 minutes. color. New York State Health Department Film Library.

"A mowing lesson for Charlie", 8 minutes. color. New York State Health Department Film Library.

"Be your own traffic policeman", 10 minutes. color. New York State Health Department Film Library.

"Behind the closed door", 15 minutes. color. New York State Health Department Film Library.

"Be water wise", 25 minutes. color. New York State Health Department Film Library.

"Bicycle rules of the road", 11 minutes. New York State Health Department Film Library.

"Boating safety", 18 minutes. color. New York State Health Department Film Library.

"Breath of life", 16 minutes. color. Pyramid Films.

"Danger: high voltage", 15 minutes. color. New York State Health Department Film Library.

"Help prevent fires", 12 minutes. color. National Fire Protection Association.

"How to have an accident in the home", 8 minutes. color. New York State Health Department Film Library.

"If bicycles could talk", 14 minutes. color. Aetna Life Insurance Company.

"I'm no fool as a pedestrian", 8 minutes. color. New York State Health Department Film Library.

"I'm no fool having fun", 8 minutes. color. New York State Health Department Film Library.

"I'm no fool in water", 10 minutes. color. New York State Health Department Film Library.

"I'm no fool with a bicycle", 8 minutes. color. New York State Health Department Film Library.

"I'm no fool with fire", 8 minutes. color. New York State Health Department Film Library.

"Ice rescue", 8 minutes. New York State Health Department Film Library.

Films (Con't)

"Let's be at home in the water", 10 minutes. color. New York State Health Department Film Library.

"Once upon a bicycle", 10 minutes. New York State Health Department Film Library.

"Penelope changes her mind", 9 minutes. color. New York State Health Department Film Library.

"Play ball, play safe", 15 minutes. New York State Health Department Film Library.

"Safe living at home", 10 minutes. color. New York State Health Department Film Library.

"Safe living at school", 10 minutes. Association Films.

"Safety belt for Susie", 11 minutes. color. New York State Health Department Film Library.

"School bus patrol", 12 minutes. color. American Automobile Association.

"Ski sense", 27 minutes. color. Aetna Life Insurance Company.

"The bicyclist", 15 minutes. color. New York State Health Department Film Library.

"The day bicycles disappeared", 15 minutes. American Automobile Association.

"Water rescue", 12 minutes. color. New York State Health Department Film Library.

"Your school safety patrol", 14 minutes. color. American Automobile Association.

STUDENT REFERENCES

Textbooks: Can be used as teacher reference.

The health and safety series of the following companies:

American Book Company, 351 East Ohio Street, Chicago 11, Ill.

Bobbs-Merrill Company Inc., 1720 East 38th Street, Indianapolis 6, Ind.

Ginn and Company, 2301 Prairie Avenue, Chicago 16, Ill.

Laidlaw Brothers, Thatcher and Madison, River Forest, Ill.

Macmillan Company, 60 Fifth Avenue, New York 11, N.Y.

Scott, Foresman and Company, 433 East Erie Street, Chicago 11, Ill.

John C. Winston Company, 1010 Arch Street, Philadelphia 7, Pa.

SOURCES OF ADDITIONAL MATERIAL AND INFORMATION

Aetna Life Insurance Company, 151 Farmington Avenue, Hartford, Conn. (ask for pamphlet and film list).

American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, I11. (ask for - "A directory of safety films" and pamphlets).

American Association of Health, Physical Education and Recreation, 1201-16th Street Northwest, Washington, D.C. (ask for "Teaching safety in the elementary school").

American Automobile Association, 1712 G. Street Northwest, Washington, D.C. 20006 (ask for material on "School patrols").

American Medical Association, Department of Health Education, 535 North Dearborn Street, Chicago, I11. (ask for "Health education for schools and college", a monthly printing as well as various pamphlets).

American National Red Cross, 17th and D. Streets Northwest, Washington, D.C. 20006 or eastern area 615 North Street Asaph Street, Alexandria, Va 22314 (ask for water safety booklets and safety posters and discussion guides provided by the American Red Cross Youth Fund).

American Public Health Association, 1790 Broadway, New York, N.Y. 10019.

Bicycle Institute of America, 122 East 42nd Street, New York, N.Y. 10017 (ask for sample program on bicycle safety and posters).

Boy Scouts of America.

Center for Safety Education, New York University, New York, N.Y. 10003. Employers Mutuals of Wausaw. Wausaw, Wis. (ask for kit of materials and directory of safety films).

Forest Service - United States Department of Agriculture, Washington, D.C. 20025.

Goodyear Tire and Rubber Company, Public Relations Department, 1144 East Market Street, Akron, Ohio 44316 (ask for folder of materials on safety).

National Board of Fire Underwriters, Public Relations Department, 85 John Street, New York, N.Y. 10038.

National Commission on Safety Education - N.E.A., 1201 16th Street Northwest, Washington, D.C. 20006 (ask for safety guides, checklist of safety and safety education in your school and safety posters).

National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Ill.

National Fire Protection Association, 60 Batterymach Street, Boston, Mass. 02110 (ask for packets of safety materials).

National Safety Council - School and College Department, 425 North Michigan Avenue, Chicago 11, Ill. (ask for Safety Education Data Sheets and monthly safety lessons).

National Society for the Prevention of Blindness, 16 East 40th Street, New York, N.Y.

New York State Department of Health, 84 Holland Avenue, Albany, N.Y. (ask for catalog of pamphlets and catalog of films).

New York State Department of Health, Accident Prevention Consultant, 84 Holland Avenue, Albany, N.Y. (for specific information on accident prevention).

New York State Thruway Authority, Safety Service Section, Albany, N.Y.